

MONTANA DRIVER EDUCATION CURRICULUM GUIDE

Module 3.3 Mixing with Traffic

Lesson Plan

Long-term Learning Goals:

I understand the many strategies for mixing with traffic by verbalizing them orally or in writing. By demonstrating these strategies properly and safely, they will stay with me as a lifelong habit and skill.

Students' Learning Targets:

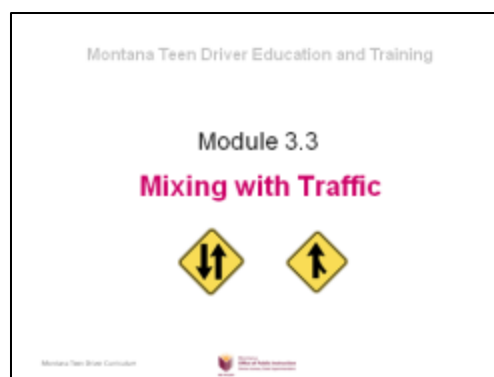
1. I can understand and verbalize what a right-of-way (ROW) is.
2. I can understand and demonstrate how to yield to emergency vehicles, funeral processions, school buses, and pedestrians.
3. I can understand and demonstrate right-of-way rules at intersections with highway-rail grade crossings.
4. I can identify different types of intersections.
5. I can respond to traffic signs, signals and markings properly.
6. I can identify and understand what a controlled and uncontrolled intersection is.
7. I can identify and understand controlled and uncontrolled railroad crossings.
8. I can search properly to the left, front, right and rear of the vehicle.
9. I can identify and select the best lane position, best speed and communication with other roadway users.
10. I can identify and understand legal and staggered stop positions.
11. I can understand and execute proper lane changes and passing.
12. I can understand how to check blind areas and use my mirror properly.
13. I can understand how to adjust my speed accordingly.
14. I can verbalize and identify lane positions.
15. I can use proper vision, motion and steering control.
16. I can demonstrate many communication techniques.

Materials Needed:

1. Module 3.3 PowerPoint Presentation
2. Module 3.3 Fact Sheets (optional)
3. Module 3.3 Teacher Commentary (printed out)
4. Paper

Module 3.3 Activities:

1. PowerPoint presentation & videos
2. Student-centered activities, including reading, small and large group discussion.
3. Problem-solving teamwork
4. Final Evaluation

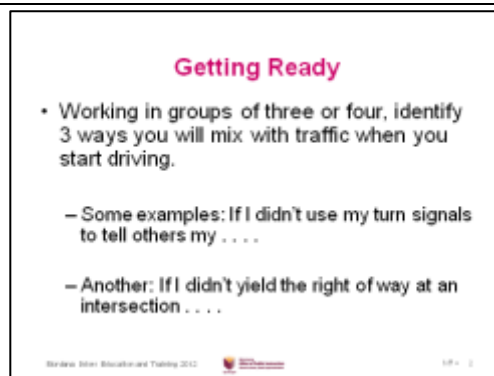
**TEACHER COMMENTARY**

The following are questions you can ask during the presentation to engage students and have them develop key concepts related to Mixing With Traffic.

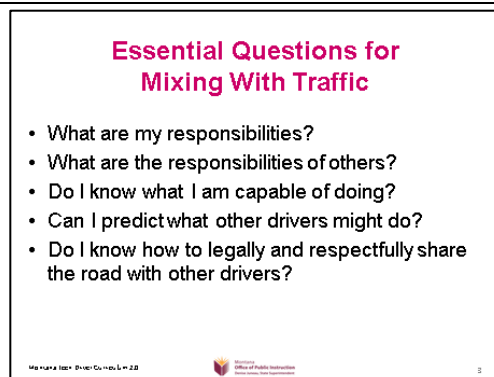
Representation of the module slides are provided to connect the materials, data, and questions with the presentation.

Slide 2:

The purpose of this module is to get students thinking about how they should legally interact with other highway transportation users. This activity gets the students thinking about what they have seen with other drivers and what the potential conflicts might be if they failed to follow the law while driving.

**Slide 3:**

Every driving situation can be addressed with the following set of questions. While going through this presentation have these questions in mind. Have the student refer back to their Module 3.3 fact sheet for these questions when working through the slides.



Slide 4:

Most students believe that when the law says they have the right of way that they can take it with impunity. Thinking in terms of *giving* right of way versus *assuming and taking* right of way will protect them from crashes when they are mixing with traffic. There used to be a commercial that stated you may be right but you don't want to be dead right. Even though I have the right of way I can't always be certain that the other users know who has right of way and who must yield.

RIGHT OF WAY

ROW Must be Given, Not Taken

Failure to yield right of way causes
approximately 20 percent of
all collisions in Montana

Who must yield when:

- One vehicle arrives first?
- Two vehicles arrive at the same time?



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Slide 5:

What are your responsibilities when mixing with these pedestrians? What should you do while waiting for them to cross?

(4 images in this slide – animations “on click”)

**Slide 6:**

The law requires that you wait for the pedestrians to cross before you make your right turn. Since pedestrians are crossing from both directions you will have to wait until all have finished crossing.

You intend to turn right at the next intersection.
Describe the scene and explain what you need to do.



Slide 7:

Under what conditions can I cross the yellow lines to avoid hitting the pedestrian?

What must I do before I do that?

What do I need to do to create space or reduce risk when both the car and the pedestrian are there?



Slide 8:

Bike boxes are relatively new. They provide space for drivers and cyclists in places where historically there has been conflict. The law requires that the motorist stop prior to entering the green painted area when the light is red. Then when the light turns green the driver must yield to cyclists when turning to ensure the cyclist's safety.



Slide 9:

Double-parked trucks are common in urban environments but the principles are the same whether you are in the city or country. To pass this truck the questions on the slide must be dealt with so that the driver can safely mix with traffic.

Stop far enough back to get a clear line of sight around the truck.

Move to lane position 2 to increase your line of sight.

As you approach this truck you should check your rear zone, then check your left from zone, signal your intentions and move into the other lane to pass.

See the truck's headlights in the mirror and return to your lane.



Slide 10:

Every intersection can be controlled or uncontrolled. Have the students identify what makes an intersection controlled or uncontrolled and then describe what they must do in each of the intersections. Essential questions help drivers understand their responsibilities at each intersection.

Intersections

- Types
 - Uncontrolled
 - Controlled
 - Residential
 - Roundabouts
- Driver Responsibilities
 - Remember essential questions

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Slide 11:

As students work through this remind them that they need to recognize that they are approaching an intersection, that there are clues to approaching intersections, that each intersection is controlled or uncontrolled, and each has some clue to whether it is controlled or not, and that they need to manage their vehicle as they approach an intersection remembering that right-of-way laws apply.

**Looking for Clues:
Student Activity 2**

- Working in groups of two or three answer the following questions:
 - What are ways we know (clues or signs) that we are approaching an intersection?
 - What is the difference between a controlled and an uncontrolled intersection?
 - What signs or signals are used to control traffic at an intersection?

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Slide 12:

The next set of slides show some kind of representation as to how an intersection is controlled or not. The responsibility of the driver is to identify that 1) there is an intersection, 2) whether it is controlled or not, and 3) what their responsibilities are as they approach and travel through this intersection.

Intersections

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Slide 13:

They should stop at the pedestrian zone such as the crosswalk or implied crosswalk indicated by the sidewalks. They should search the intersection to the left, front, and right as they get ready to travel through the intersection. They will need to yield to the cross traffic since they do not need to stop and have no traffic control device telling them to stop.

Cross traffic does not need to stop.
You intend to continue ahead.
What should you do and who must yield?



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Slide 14:

This is a controlled intersection and is indicated by the traffic light. Since it is red, they need to check their rear zone and stop at the stop line or cross walk. We know that it is a controlled intersection because of the traffic signal above the intersection.



Slide 15:

This is an uncontrolled intersection because the intersection has no stop or yield signs. The right-of-way laws apply and we would need to yield to cars approaching the intersection from the right.



Slide 16:

We know this is a controlled intersection because of the stop sign at the intersection.



Slide 17:

This is a controlled intersection because of the stop sign at the intersection. We also cannot turn right as indicated by the sign below the stop sign.



Slide 18:

This is a controlled intersection because the truck on our right has a stop sign. We should check our rear and left rear zone because we may need to move to our left to either lane position 2 or even lane position 4 if the driver of the truck chooses to move into the intersection as we approach.

**Slide 19:**

This is a controlled intersection indicated by the white line on the pavement of the crossroad. We may need to be prepared for the oncoming car getting ready to turn left in front of us. We should check our rear zone to ensure that we can stop safely in case the driver thinks they can turn in front of us.

**Slide 20:**

This is a controlled intersection because of the traffic light at the intersection. We cannot turn left. This intersection is complex for several reasons. The first is the angle of the roads crossing at this intersection. The second is there are multiple lanes going in both directions. The third is that there are more than two lanes crossing into this intersection.

**Slide 21:**

Use this animation to help the students understand the complexities of intersections and the need to look at pavement markings, signs and cross traffic to know how traffic is going to move through an intersection. Have the students work in groups of two or three to answer the questions presented on the slide. Then share their responses with the rest of the class.



Slide 22:

This animation shows a pedestrian and how the blue, green and red cars will proceed through this intersection. Discuss the following scenarios:

- Describe the actions the red car must do before making a right turn.
- The blue car will enter from the bottom of the traffic circle. Since it is in the roundabout first what must the other cars do?
- Can the red car make the right turn when in front of the blue car? Why or why not?
- The green car wants to make essentially a left turn and exit the roundabout at the bottom of the slide. Describe what he must do with the pedestrian and with the blue car entering from the bottom.
- Why must the red and green car wait for the blue car to pass before they enter the round about?

**Slide 23:**

Some driver educators have described lane changes as one of the most difficult and high risk maneuvers a driver will make. Ask the students why they think this might be.

There are three things a driver must do prior to making a lane change:

- See the need
- See the space
- Check the time available to make the lane change.

If a driver can't provide an adequate response to the above requirements then they shouldn't make the lane change.

Lane Changes

• See the Need	• Why do I need to change lanes?
• See the Space	• Scan and search. Do I have the space to change lanes?
• Check the Time	• Do I have enough time to change lanes safely?

Slide 24:

Have the students work in groups of two or three and answer the following statements. Give them only two minutes so they will stay on task and work through the statements.

Reasons for Changing Lanes:
Group Activity 3: Heads Together
 (2 minutes)

- Identify 5 reasons you might need to change lanes.
- Identify 3 reasons you would delay making a lane change.
- Identify 2 reasons you would "abort" a lane change.

➤ Ready? **GO!**

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Slide 25:

Have students watch this video to see if their answers to the previous slide were complete or if they need to add more reasons for changing lanes.

Reasons for Changing Lanes



Hover over the image to activate the video start button.

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Slide 26:

This video shows how to make a lane change when passing on the freeway. It uses videography to show approaching a car, what to do and where to look before, during and after the lane change. Notice the three mirrors in the video. The driver could continue in the left lane to pass the truck, but moves into the right lane after passing the Subaru because his exit is coming up and he needs to get back to the right to take the exit.

Reasons for Changing Lanes



Hover over the image to activate the video start button.

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Slide 27:

Each one of these questions needs to be asked before initiating and completing a pass of another vehicle when on a two-way road. This is a great place to have a discussion on the risks and benefits of passing and whether they will gain enough to risk making a pass.

Reasons for Changing Lanes

- Before initiating the passing maneuver, ask:
 - What will be gained by passing?
 - What are the risks?
 - Is the pass legal?
 - Will the traffic ahead present additional risks if a pass is attempted?
 - Will the traffic ahead be essentially the same if the pass isn't made?
 - Will there be a better, safer opportunity to pass later, for instance, a passing lane?

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Slide 28:

Before initiating the passing maneuver, ask:

- What will be gained by passing?
- Will the traffic ahead present additional risks if a pass is attempted?
- Will the pass result in even more passing maneuvers to “get ahead?”
- Will the traffic ahead be essentially the same if the pass isn’t made?
- Will there be a better, safer opportunity to pass later? Perhaps a passing lane coming up?
- What are the risks?
- Is the pass legal?

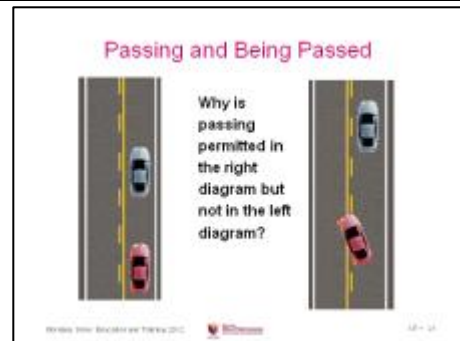
A driver traveling 40 mph, passing a vehicle traveling 30 mph, starting the pass at the 2-second following distance will need about 13 seconds to complete the pass

- At 50 mph about 16 seconds will be needed
- At 60 mph about 19 seconds will be needed

If oncoming traffic is traveling at 60 mph, the combined distance needed to pass at 60mph is 38 seconds, or 3,344 feet (two-thirds of a mile)!

**Slide 29:**

When you are being passed what is the courteous thing to do?



Slide 30:

Drivers must STOP when school buses flash red lights.

Upon meeting or overtaking from either direction any school bus stopped with its red lights flashing, the driver of a vehicle must stop before reaching the bus and shall not proceed until the red lights have been extinguished.

As a driver, you do not need to stop if meeting or passing a school bus that is on a different roadway or the bus is stopped in an adjacent loading zone where pedestrians are not permitted to cross the roadway.

**Slide 31:**

School bus requirements include stopping at all railroad crossings according to MCA 61-8-349.

Drivers must STOP when school buses flash red lights.

**Slide 32:**

Use the questions on the slide to engage the class in a discussion. This is a great opportunity to talk about traffic stops and what a driver should do if they get pulled over to minimize the risk of conflict between the officer and the driver.

Note: The TE Resources video folder includes two short Traffic Stop clips



Slide 33:

Class discussion: Why is it a good idea to move over to the next lane should you see a stopped emergency vehicle ahead?
Remember it in terms of the Vehicle Control Sequence of seeing the need to move, checking the other lanes to make sure I have enough time and space to move over and then executing the lane change in a safe and timely manner.

**Slide 34:**

Just an example of applying the Move Over law.

**Slide 35:**

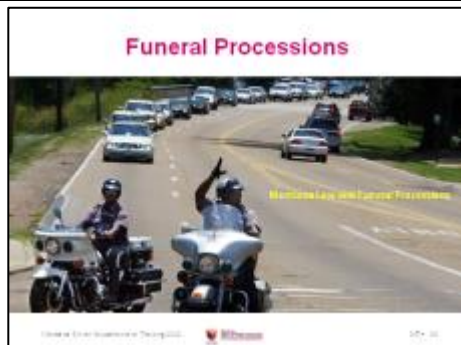
Refer to the student fact sheet for funeral processions. Too much information to put on a slide and it becomes an exercise in reading the ppt.

Important to note that a funeral procession has the right of way and can disobey traffic control devices if they are part of the procession and have assistance with police or security people.

Not a good idea to join the procession to get through the lights and stop signs.

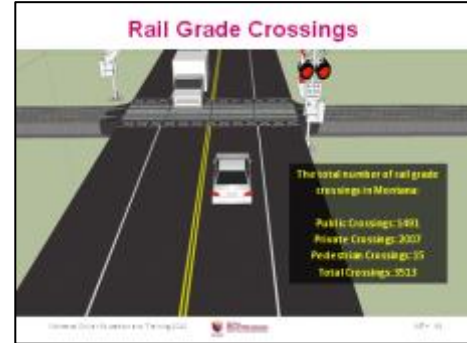
Not a good idea to pass the procession to try to get ahead.

Good idea to respect the dead and the mourners as they proceed to the funeral and cemetery.



Slide 36:

General information about rail-grade crossings in Montana. Students need to understand the unique qualities of a rail-grade crossing and the problems they present to trains and to drivers. Always expect a train!

**Slide 37:**

Notice the double yellow lines approaching the crossing. It is illegal to pass another vehicle at a crossing. Why do you think that is? Even though the crossing has gates and signals it is a good idea to search upon approach to a crossing since they have been known to fail on occasion. Remember that a train cannot stop as quickly as you can. It is estimated that it takes a train 1 mile to stop when it is moving at 60 MPH and fully loaded.

**Slide 38:**

Have the students describe what is unique about this intersection and why they should approach this intersection with more caution.

- Roadway—Gravel
- One Lane
- Elevated Track
- No Signal or Crossing Arms
- Can't see the other side of the tracks and condition of the roadway
- Potential to high center a longer vehicle or trailer

**Slide 39:**

There are many rail grade crossings similar to this in rural parts of Montana, Idaho, North Dakota and Wyoming. People develop the habit of crossing without looking and increase their risk of a crash because they don't exercise greater caution at this crossing.



Slide 40:

Finish with what we started with. Review these five questions with the students at the end of this module. As a writing activity it might be good to break the class up into 4 or 5 groups and then have them take one of the “interacting with others” driving scenarios discussed during this module and answer these questions in written form. Then, have students share their insights with the rest of the class and discuss how they can apply what they learned.

Essential Questions for Module 7 - Mixing With Traffic

- What are my responsibilities?
- What are the responsibilities of others?
- Do I know what I am capable of doing?
- What can I predict about other drivers?
- Do I know how to legally and respectfully share the road with other drivers?

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Slide 41:

Standards and Benchmarks 1-4: This is for your reference and not to be read to the class verbatim. Please review prior to the lesson so you are aware of what the student will be required to know at the end of the module.

Standards and Benchmarks

1. Lane and Right-of-Way Rules

- 1.1. know the laws related to the Montana Driver's Manual;
- 1.2. understand the laws related to the Montana Driver's Manual;
- 1.3. consistently demonstrate knowledge and understanding by responsible adherence to highway transportation system traffic laws and control devices;
2. **Responsibility**
- 2.1. recognize the importance of making safe and responsible decisions for moving and operating motor vehicles;
- 2.2. demonstrate the ability to make appropriate decisions while operating a motor vehicle;
- 2.3. consistently display respect for other users of the highway; transportation system; and
- 2.4. develop positive habits and attitudes for responsible driving.

3. Road Signs

- 3.1. know proper visual skills for operating a motor vehicle;
- 3.2. observe, read, and explain proper use of signs for operating a motor vehicle;
- 3.3. demonstrate the use of proper visual skills for operating a motor vehicle; and
- 3.4. develop habits and attitudes with respect to proper visual skills.

4. Vehicle Control

- 4.1. demonstrate steady, safe and efficient operation of a motor vehicle; and
- 4.2. develop positive habits and attitudes in order to safe, efficient and socially sound operation.

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Continued on next slide

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Slide 42:

5-8 of Standards and Benchmarks

Standards and Benchmarks

5. Communication

- 5.1. consistently communicate driving intentions (i.e., use signals, vehicle position, and personal signals);
- 5.2. utilize proper behavior based on conditions of the highway; transportation system; and other roadway users;
- 5.3. utilize communication (i.e., use signals, vehicle position, and personal signals) based on observations of the highway; transportation system; and other users; and
- 5.4. develop positive habits and attitudes for effective communication.

6. Time Management

- 6.1. understand driver time management strategies;
- 6.2. demonstrate driver time management strategies; and
- 6.3. develop positive habits and attitudes for effective driver time management.

7. Vehicle Control

- 7.1. identify and use proper driving strategies required to operate in various conditions, proper driving habits, and driving skills for driving training;
- 7.2. establish training goals that are based on students' understanding of their own individual driver training needs; and
- 7.3. demonstrate knowledge and ability to make informed decisions required for safe driving habits, effective performance, and positive behavior.

8. Driver Expectations

- 8.1. identify at least the minimum number of DTV hours (one of two) for the minimum number of DTV hours required by law; all of the minimum number of DTV hours required by law; and
- 8.2. identify at least the minimum number of DTV hours (one of two) for the minimum number of DTV hours required by law; all of the minimum number of DTV hours required by law; and

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